

EN3241: TECHNICAL COMMUNICATION

Effective Term

Semester B 2022/23

Part I Course Overview

Course Title

Technical Communication

Subject Code

EN - English

Course Number

3241

Academic Unit

English (EN)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

A1, A2 - Associate Degree
B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

Nil

Part II Course Details

Abstract

This course aims to introduce students to professional writing and instruct them in techniques to use when orally presenting data in professional contexts. The course helps students to develop and improve their technical writing skills and their oral presentation skills related to the building and construction industry.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Identify the structure and language characteristics in professional writing and apply them to an in-class mid-term quiz.		x	x	x
2	Identify the structure and language characteristics of a formal trip report and apply them to the writing of a formal report.		x	x	x
3	Plan and present an oral presentation (making effective use of A/V aids and demonstrating appropriate presentation techniques) and discuss the proposal.		x	x	x

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

Teaching and Learning Activities (TLAs)

TLAs	Brief Description	CILO No.	Hours/week (if applicable)
1	<p>Reading the course manual and additional readings</p> <p>The student manual and additional readings contain information related to all the topics dealt with on the course. Students should complete the weekly reading assignment for the course.</p>	1, 2, 3	

2		<p>Lectures and in-class tasks and activities</p> <p>There will be one three-hour lecture every week. In the lectures, concepts introduced in the course manual about various aspects of technical communication will be discussed.</p> <p>Students will be engaged in different in-class tasks and activities to identify the structure and language characteristics of technical communication, including the writing of a formal report and the delivering of an oral presentation</p>	1, 2, 3	
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Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks
1	In-class quiz Students have to apply the identified structure and language requirements of professional writing in various tasks presented.	1	30	

2	<p>Formal Report Each group of 3-5 students has to apply the identified structure and language requirements of a standard formal report to the writing of a formal trip report to describe and analyze a shopping centre in Hong Kong. They should also offer suggestions, if any, for improving the shopping centre based on their investigations.</p> <p>The completeness & accuracy of the content, coherence in organization & format, accuracy in language and appropriateness of the tone of the formal trip report are assessed.</p>	2	30	
3	<p>Group Oral Presentation Each group plans and gives a presentation based on the findings of the research for the trip report.</p> <p>The clarity of the oral presentation and appropriateness in the use of verbal delivery skills, non-verbal delivery skills, language and quality of A/V aids are assessed.</p>	3	30	
4	<p>Class Participation Students' in-class participation in all TLAs, using English, is assessed.</p>	1, 2, 3	10	

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)**Assessment Task**

1. In-class test

Excellent (A+, A, A-)

Aspects of good professional writing as identified and demonstrated accurately

Good (B+, B, B-)

Aspects of good professional writing are mostly identified and somewhat demonstrated

Fair (C+, C, C-)

Some aspects of good professional writing are identified and somewhat demonstrated

Marginal (D)

Few aspects of good professional writing are identified and there is little demonstration that the writer can produce such writing

Failure (F)

Most questions left unanswered. Little or no demonstration of knowledge about professional writing.

Assessment Task

2. Formal Trip Report

Criterion

Content

Excellent (A+, A, A-)

All information is accurate, explained, & analyzed. Sufficient evidence is provided to support claims

Good (B+, B, B-)

Information is mostly accurate, explained, and analyzed. Evidence is mostly provided to support claims

Fair (C+, C, C-)

Information is somewhat accurate, explained, and analyzed. Some evidence is provided to support claims

Marginal (D)

Information is frequently inaccurate, unclear, and poorly analyzed. Little evidence is provided to support claims

Failure (F)

Information is either plagiarized, completely inaccurate, unexplained or unanalyzed. No evidence is provided to support claims

Assessment Task

2. Formal Trip Report

Criterion

Visuals

Excellent (A+, A, A-)

Visuals are always accurate, appropriate, useful, labeled and numbered.

Good (B+, B, B-)

Visuals are mostly accurate, appropriate and useful, labeled and numbered.

Fair (C+, C, C-)

Visuals are average, and are not consistently labeled and numbered.

Marginal (D)

Visuals are inaccurate, inappropriate, unhelpful, and are not labeled and numbered.

Failure (F)

Visuals are completely missing

Assessment Task

2. Formal Trip Report

Criterion

Language

Excellent (A+, A, A-)

Very minimal language errors, with good, complex grammar. Meaning is clear and tone is appropriate.

Good (B+, B, B-)

Language errors are occasional and minor. Meaning is mostly not obstructed, and tone is mostly appropriate.

Fair (C+, C, C-)

Consistent language errors. Meaning sometimes obstructed, and tone is not always appropriate

Marginal (D)

Frequent language errors. Meaning is obstructed, and tone is also inappropriate

Failure (F)

Language is very inaccurate. Meaning is completely obstructed, and tone is totally inappropriate

Assessment Task

2. Formal Trip Report

Criterion

Organization + Format

Excellent (A+, A, A-)

Report is organized correctly in the right order. Readability is very effective.

Good (B+, B, B-)

Report is organized mostly correctly, with one or two sections not ordered correctly. Readability is quite effective.

Fair (C+, C, C-)

Report is not organized correctly, with three or four sections incorrectly ordered. Readability is somewhat effective.

Marginal (D)

Report is not organized correctly, with four or more sections incorrectly ordered. Readability is rarely effective.

Failure (F)

Report is haphazardly organized with no notion of order of sections. Readability is extremely poor.

Assessment Task

3. Oral Presentations

Criterion

Content, Visuals and Teamwork (20% of course grade; group mark)

Excellent (A+, A, A-)

The content fully achieves the desired purpose with the intended audience. Visuals are used extremely effectively to help the audience understand the content. The team has collaborated extremely successfully.

Good (B+, B, B-)

The content mostly achieves the desired purpose with the intended audience. Visuals are used very effectively to help the audience understand the content. The team has collaborated very successfully.

Fair (C+, C, C-)

The content partly achieves the desired purpose with the intended audience. Visuals are used quite effectively to help the audience understand the content. The team has collaborated quite successfully.

Marginal (D)

The content barely achieves the desired purpose with the intended audience. Visuals are used to help the audience understand the content but issues exist in the effectiveness of visual use.

The team has shown very few signs of collaboration.

Failure (F)

The content does not achieve the desired purpose with the intended audience. Visuals are used ineffectively or are not used at all. The team has not collaborated.

Assessment Task

3. Oral Presentations

Criterion

Language, Verbal Communication and Non-Verbal Communication (10% of course grade; individual mark)

Excellent (A+, A, A-)

Language is used extremely appropriately to achieve the desired purpose with the intended audience. The presenter engages the audience with his/her work extremely effectively.

The presenter uses his/her presence extremely effectively to engage the audience and aid their understanding.

Good (B+, B, B-)

Language is used very appropriately to achieve the desired purpose with the intended audience. The presenter engages the audience with his/her work very effectively. The presenter uses his/her presence very effectively to engage the audience and aid their understanding

Fair (C+, C, C-)

Language is used quite appropriately to achieve the desired purpose with the intended audience. The presenter engages the audience with his/her work quite effectively. The presenter uses his/her presence quite effectively to engage the audience and aid their understanding

Marginal (D)

Language is used barely appropriately to achieve the desired purpose with the intended audience. The presenter seldom engages the audience with his/her work. The presenter seldom uses his/her presence to engage the audience and aid their understanding.

Failure (F)

Language is used inappropriately to achieve the desired purpose with the intended audience. The presenter cannot engage the audience with his/her work. The presenter cannot use his/her presence to engage the audience.

Assessment Task

4. Class Participation

Excellent (A+, A, A-)

Made excellent contributions in all class discussions. Always spoke in English.

Good (B+, B, B-)

Made good contributions in class discussions. Frequently spoke in English and seldom spoke in languages other than English in class.

Fair (C+, C, C-)

Made adequate contributions in class discussions. Often spoke in English and occasionally spoke in languages other than English.

Marginal (D)

Made few contributions in class discussions. Frequently spoke in languages other than English and some use of English in class.

Failure (F)

Made no contributions in class discussions. Always spoke in languages other than English and never spoke in English in class.

Part III Other Information**Keyword Syllabus**

Professional writing: style, language, summarising. Trip Report: format, content and language of trip reports. Oral Presentation: planning a presentation as a team, oral persuasion, asking and answering questions

Reading List**Compulsory Readings**

	Title
1	Blicq, Ron S., 1999, Technically Write! (5th ed), New Jersey: Prentice Hall.
2	Guffey, Mary E., 2004, Essentials of Business Communication (6th ed), International Thomson Publishing.
3	Borowick, Jerome N., 2002, Technical Communication and its Applications (2nd ed), New Jersey: Prentice-Hall, Inc.

Additional Readings

	Title
1	Student manual prepared by EN Department Staff.